

WORKING DRAFT

Rhode Island Model

Building Administrator Professional Practice Framework

Introduction

The Building Administrator Professional Practice framework was created based on the Rhode Island Educational Leadership Standards and the Rhode Island Educator Evaluation System Standards. The framework was conceived by a Working Group comprised of administrators and other educators from throughout the state. Feedback was also solicited from Superintendents.

The framework takes into account information from a variety of sources. It relies to a large extent on evidence of student outcomes and on evidence of professional practices that are linked to student outcomes. The framework should be used, in conjunction with other components of the Rhode Island Model, not only to make personnel decisions but to drive targeted support and development for building administrators.

Notes on Using Evidence

- Accompanying each competency is a list of possible sources of evidence. Districts can specify the evidence that is appropriate for rating each competency, consistent with their own local contexts and strategies.
- The sources of evidence upon which evaluators rely should be identified at the beginning of the year by the Superintendent and his/her leadership team, and should be consistent with the district's leadership and management strategies, initiatives, systems, processes and tools.
- Important things to consider when examining evidence for a particular competency include:
 - If the identified evidence is available and applicable to the administrator's job, it should be examined and considered in assigning a performance rating.
 - Some competencies or sources of evidence may not apply to an administrator because of his or her district or school context or span of control. Evidence should not be included if it does not relate to outcomes for which the administrator is responsible.

Domain 1: MISSION, VISION AND GOALS

Guides the development, articulation, implementation, and sustenance of a shared vision of learning, and sets high expectations for each student

1A. Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators.

4	3	2	1
<input type="checkbox"/> Meets high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	<input type="checkbox"/> Establishes and pursues high, measurable goals for student outcomes and educator development that are aligned with district priorities and based on the analysis of multiple sources of information	<input type="checkbox"/> Establishes student outcome and educator goals, but they are not adequately pursued, or are poorly aligned with district priorities or not based on the analysis of multiple sources of information	<input type="checkbox"/> Student outcome and educator goals are weak, stated and forgotten, or not aligned with district priorities or based on the analysis of multiple sources of information

Possible Sources of Evidence:

- ☐ Written student outcome goals at the school, classroom, grade, subject, subgroup and student level are clear, rigorous, and are based on the Rhode Island learning standards
- ☐ School visits show that the school's mission statement is measurable, evident, and understood by the school community
- ☐ School visits show that all staff understand the school's student outcome goals
- ☐ Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals
- ☐ Results of regular assessments and other sources of information show consistent progress toward the student outcome goals
- ☐ School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly
- ☐ Student and/or family surveys meet district or school targets for students' and families' reported understanding of individual student's learning goals, and the student's progress toward meeting them
- ☐ School visits show that all staff understand their developmental goals
- ☐ Staff surveys meet district or school targets for staff feeling supported in reaching their developmental goals
- ☐ Other: _____
- ☐ Other: _____

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1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders

4	3	2	1
<input type="checkbox"/> Clear school wide processes sustain a strong, ongoing capacity of staff and other stakeholders to develop, implement and communicate the school's mission, vision and goals <input type="checkbox"/> Staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress towards the mission vision, and goals	<input type="checkbox"/> Staff and other stakeholders actively participate in developing, implementing and communicating the school's mission, vision and goals <input type="checkbox"/> Staff and stakeholders are involved in selecting and implementing effective improvement strategies and assessing and monitoring progress towards the mission, vision and goals	<input type="checkbox"/> Some staff and other stakeholders are involved in developing, implementing and communicating the school's mission, vision and goals, but involvement is limited <input type="checkbox"/> Staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals	<input type="checkbox"/> Does not actively involve staff and other stakeholders developing, implementing and communicating the school's mission, vision and goals <input type="checkbox"/> Staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress towards the mission, vision and goals

Possible Sources of Evidence:

- ☐ School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision and goals
- ☐ School staff and other stakeholders participate in annually updating the school's mission statement and goals
- ☐ Surveys of staff, parents, students or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision, and goals
- ☐ Surveys of staff, parents, student or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision and goals
- ☐ Other: _____
- ☐ Other: _____

Notes:

1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

4	3	2	1
<input type="checkbox"/> Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision and goals	<input type="checkbox"/> Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals	<input type="checkbox"/> Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, or not fully effective in addressing barriers to achieving the school's mission, vision and goals	<input type="checkbox"/> Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

Possible Sources of Evidence:

- ☐ School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, subgroup, and subject/course level
- ☐ Data notebooks, data walls or other systems of data collection and sharing show that multiple sources of information are used to regularly track and analyze student progress against goals
- ☐ School visits and discussions with staff reveal consistent and effective processes for planning for and monitoring instructional improvement
- ☐ School visits and records show that school improvement teams develop plans for improving instruction based on school goals
- ☐ Written instructional improvement and intervention plans are supported by strong rationales, based on evidence of what works in the school or with similar students
- ☐ Staff surveys meet school or district targets for reported effectiveness of school improvement, communication and/or change management strategies
- ☐ Other: _____
- ☐ Other: _____

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Domain 2: LEARNING AND TEACHING

Monitors and continuously improves learning and teaching

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

4	3	2	1
<input type="checkbox"/> Drives change and encourages risk taking in support of student learning goals <input type="checkbox"/> Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies <input type="checkbox"/> All staff receive effective, standards based, job-embedded professional development	<input type="checkbox"/> Models change <input type="checkbox"/> Staff cooperatively plans for effective instruction and the development of professional competencies <input type="checkbox"/> Guides and supports effective, standards based, job-embedded professional development	<input type="checkbox"/> Supports change <input type="checkbox"/> Staff regularly discusses student learning and works to develop professional competencies, but there is not strong, school wide commitment <input type="checkbox"/> Standards based, job-embedded professional development is present but sporadic or ineffective	<input type="checkbox"/> Resistant to change <input type="checkbox"/> Staff demonstrates little or no collaboration around instructional needs <input type="checkbox"/> Little or no standards based, job-embedded professional development

Possible Sources of Evidence:

- ☐ Staff surveys meet district or school targets for reported school wide commitment to professional development
- ☐ Professional development participation and satisfaction rates meet district or school targets
- ☐ School visits show regular, productive common planning time
- ☐ Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- ☐ Professional development planning and programming is based on school goals for student outcomes and educator development
- ☐ School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- ☐ School visits reveal a common language about instruction
- ☐ Other: _____
- ☐ Other: _____

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2B. Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards			
4	3	2	1
<input type="checkbox"/> Creates sustained school wide processes for identifying and implementing effective, research-based instructional practices aligned with standards <input type="checkbox"/> Implements systems for coaching and development that ensure all instructional staff utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Identifies and implements effective, research-based instructional practices aligned with standards <input type="checkbox"/> Provides regular coaching and development to improve the capacity of instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Works to identify effective, research based instructional practices aligned with standards, but implementation is incomplete <input type="checkbox"/> Supports some coaching and development to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results	<input type="checkbox"/> Does not implement effective, researched-based instructional practices aligned with standards <input type="checkbox"/> Little or ineffective coaching and development to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development <input type="checkbox"/> School visits show that district provided curricula are effectively implemented, or (where applicable) that curricula are developed to effectively address Rhode Island and national learning standards <input type="checkbox"/> School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results <input type="checkbox"/> District or school targets for increases in student academic participation and achievement are met in areas such as: <ul style="list-style-type: none"> • On track metrics, such as grade progression or freshmen on track metrics • AP course participation rates and scores • ACT or SAT participation rates and scores • Other measures of academic participation and progress that are not part of the student achievement component of the RIDE model <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			

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2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals.

4	3	2	1
<input type="checkbox"/> A variety of data and assessments serve as evidence of student learning, in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community consistently analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Regular use of data and assessments inform school-wide systems for monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community regularly analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Data and assessments sometimes inform monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community occasionally analyzes data about all students and subgroups to improve learning and teaching	<input type="checkbox"/> Data and assessments rarely inform monitoring and evaluating progress and improving learning and teaching <input type="checkbox"/> The school community rarely analyzes data about all students and subgroups to improve learning and teaching

Possible Sources of Evidence:

- ☐ School visits show that
 - instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school provided and teacher devised assessments
 - instructional staff regularly review and calibrate student work against standards
 - progress toward student learning goals is recorded and communicated to instructional staff , students, and families
 - individually and in teams, instructional staff analyzes student and group progress toward learning goals
 - instructional staff understand their strengths and their developmental needs and goals
- ☐ Written staff professional development and remediation plans reflect student and staff developmental needs
- ☐ Other: _____
- ☐ Other: _____

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Domain 3: ORGANIZATIONAL SYSTEMS

Supervises and maintains organizational systems and resources for a safe, high-performing learning environment

3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community that interrupt teaching and learning

4	3	2	1
<input type="checkbox"/> School-wide systems, culture, and climate ensure the physical and emotional safety of the entire school community	<input type="checkbox"/> Potential challenges to the physical and emotional safety of the school community are addressed timely and effectively	<input type="checkbox"/> The school is making progress on addressing challenges to the physical and emotional safety and security of the school community	<input type="checkbox"/> The school is not adequately addressing challenges to the physical and emotional safety and security of the school community

Possible Sources of Evidence:

- ☐ Attendance data shows that the school meets district or school attendance goals for students and teachers
- ☐ Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class
- ☐ The school schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized
- ☐ Student survey responses meet district or school targets for reported feelings of physical and emotional safety and security
- ☐ Student survey responses meet district or school targets for reported connections with teachers and staff
- ☐ Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline
- ☐ The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan
- ☐ School visits show
 - Safe, secure, and clean facility
 - Orderly, respectful passing in the halls
 - Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning
 - Teachers control their classrooms, using well understood, established procedures and techniques to deal with disruptions, so that disruptions are minimal
- ☐ Other: _____
- ☐ Other: _____

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3B. Establishes an infrastructure for personnel that operates in support of learning and teaching

4	3	2	1
<input type="checkbox"/> All personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are designed (within the parameters of district policy and procedures) to meet student learning goals <input type="checkbox"/> Observation and evaluation systems hold all staff accountable for student outcomes <input type="checkbox"/> Personnel assignments ensure equitable access to high quality teaching <input type="checkbox"/> Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), support student learning goals <input type="checkbox"/> All required evaluations and observations are conducted timely and thoroughly <input type="checkbox"/> Personnel assignments are based on student needs <input type="checkbox"/> Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), sometimes but do not always support student learning goals <input type="checkbox"/> Most evaluations and observations are in compliance with district policy <input type="checkbox"/> Some but not all personnel assignments are based on student needs <input type="checkbox"/> Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals	<input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), do not regularly support student learning goals <input type="checkbox"/> Significant lapses in evaluation and observation process <input type="checkbox"/> Personnel assignments are not responsive to student needs <input type="checkbox"/> Professional development, including coaching, is not high quality or is not tailored to meet educators' needs and student learning goals

Possible Sources of Evidence:

- ☐ School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- ☐ Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile
- ☐ Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- ☐ Staff developmental plans are clear and based on student needs
- ☐ School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- ☐ Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- ☐ Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- ☐ School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- ☐ Records show that ineffective staff are dismissed after given a fair opportunity to improve
- ☐ Records show that tenure and retention decisions are based on clear assessments of effectiveness
- ☐ Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress
- ☐ Other: _____

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3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching

4	3	2	1
<input type="checkbox"/> Resources are appropriately leveraged and fully aligned to meet school goals and student needs <input type="checkbox"/> Forcefully and successfully advocates for and secures resources to achieve school goals	<input type="checkbox"/> Operates fully within district budget and fiscal guidelines <input type="checkbox"/> Uses discretionary resources to support school goals and meet student needs <input type="checkbox"/> Advocates for resources to achieve school goals	<input type="checkbox"/> Discretionary resources are not effectively used to support school goals and meet student needs <input type="checkbox"/> Complies with district budget and fiscal guidelines	<input type="checkbox"/> Discretionary resources do not support school goals <input type="checkbox"/> Does not manage budget in compliance with district guidelines

Possible Sources of Evidence:

- ☐ Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed
- ☐ Other: _____
- ☐ Other: _____

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3D. Supervises daily and ongoing management structures and practices that enhance learning and teaching

4	3	2	1
<input type="checkbox"/> Management structures and practices ensure that school planning and the use of resources, data systems, technology, and facility are continuously aligned to drive the attainment of school instructional goals	<input type="checkbox"/> Management structures and practices are in place to align school planning and the use of resources, data systems, technology and facility with school instructional goals	<input type="checkbox"/> Management structures and practices sometimes align school planning and the use of resources, data systems, technology and facility with school instructional goals	<input type="checkbox"/> Management structures and practices are not in place to align school planning and the use of resources, data systems, technology and facility with school instructional goals

Possible Sources of Evidence:

- ☐ School visits show that regular systems for recording and analyzing student learning data drive school decision making, including assignment of staff, allocation of resources, curriculum implementation and development, lesson planning, and staff professional development, including coaching
- ☐ School visits show that students are consistently engaged in learning and meet district or school student engagement benchmarks, such as arriving at class with all supplies and texts, meeting participation rate targets for various lesson activities, or other benchmarks for student engagement
- ☐ School facilities and technology are maximized to support student learning
- ☐ No material violations of law, regulations, or district guidelines occur, or those that occur are promptly remedied
- ☐ Other: _____
- ☐ Other: _____

Notes:

Domain 4: COMMUNITY

Collaborates with stakeholders to respond to diverse community interests and needs and mobilize community resources that improve student achievement

4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning			
4	3	2	1
<input type="checkbox"/> Brings together the resources of families and the community to assist in meeting student learning goals <input type="checkbox"/> Families participate widely in decision making about their children's education	<input type="checkbox"/> Families and community members support student learning goals <input type="checkbox"/> Families are always encouraged to participate in decision making about their children's education	<input type="checkbox"/> Outreach to families and community members does not result in meaningful support for student learning goals <input type="checkbox"/> Families are not always effectively encouraged to participate in decision making about their children's education	<input type="checkbox"/> The school does not reach out effectively to family and community members
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"><input type="checkbox"/> Family surveys meet district- or school-established targets for understanding and support of student learning goals<input type="checkbox"/> Family participation rates for specific events meet district or school targets<input type="checkbox"/> School visits show strong evidence of family outreach and family presence and participation in the school<input type="checkbox"/> School visits show family and community participation on school improvement teams<input type="checkbox"/> Family and community members provide tangible and intangible support of school goals<input type="checkbox"/> Other: _____<input type="checkbox"/> Other: _____			
<p>Notes:</p>			

4B. Responds and contributes to community interests and needs to provide best possible education for students and their families

4	3	2	1
<input type="checkbox"/> Fully understands community values and interests and responds to community needs <input type="checkbox"/> Celebrates diversity as an asset to the school community <input type="checkbox"/> Has strong relationships with all key community stakeholders	<input type="checkbox"/> Understands community values, interests and needs <input type="checkbox"/> Recognizes diversity as an asset to the school community <input type="checkbox"/> Identifies and engages key community stakeholders	<input type="checkbox"/> Community input is solicited and occasionally used to inform decisions <input type="checkbox"/> Some key stakeholders are engaged	<input type="checkbox"/> Weak understanding of the community <input type="checkbox"/> Community members and key stakeholders are not meaningfully engaged

Possible Sources of Evidence:

- ☐ Community surveys meet district or school targets for reported engagement and satisfaction with the school
- ☐ School and community visits show that community members and organizations are active in the school and support school goals
- ☐ Written community engagement plans, schedules, and strategies shape effective community and stakeholder engagement
- ☐ Key stakeholders support the school
- ☐ Other: _____
- ☐ Other: _____

Notes:

4C. Collaborates to share resources of the school and community to provide critical support for children and families

4	3	2	1
<input type="checkbox"/> Maximizes the use of community resources and agencies to provide comprehensive health, social, and other services to students and families <input type="checkbox"/> Has strong, ongoing relationships with all key community organizations to share school and community resources	<input type="checkbox"/> Understands the network of community resources and agencies that provide health, social, and other services to students and families <input type="checkbox"/> Develops strong relationships with many community organizations to share school and community resources	<input type="checkbox"/> Sometimes engages community resources and agencies to provide health, social, and other services to students and families but does not have a thorough engagement plan <input type="checkbox"/> Develops some relationships with community organizations to share school and community resources	<input type="checkbox"/> Little outreach to families or community <input type="checkbox"/> Little use or sharing of community resources

Possible Sources of Evidence:

- ☐ School visits show that:
 - Health, social, and other services are engaged inside and outside the school to meet the needs of students and families
 - Community organizations partner with the school to meet school goals and student needs
 - School resources are made available, where possible, to meet community needs
- ☐ Other: _____
- ☐ Other: _____

Notes: